

## **GCE**

### **History A**

#### **Y306/01: Rebellion and disorder under the Tudors 1485-1603**

Advanced GCE

#### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**Annotations**

<b>Annotation</b>	<b>Meaning of annotation</b>
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View
<b>S</b>	Synthesis
<b>C</b>	Continuity/Change

## Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the effectiveness of the government response to the Western rising.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answer might argue that Interpretation A argues that the government was ineffective at the start but ultimately won.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this view is valid as it took the government a number of skirmishes to defeat the rebels.</li> <li>• Answers might argue that Interpretation A is valid as Hellyons was murdered.</li> <li>• Answers might argue that Interpretation A is not valid as it ignores the other rebellions the government had to deal with in Berkshire, Oxfordshire and Hampshire on the way west.</li> <li>• Answers might argue that Interpretation A is not valid as it ignores the loyalty shown by Exeter to the government and the organization of relief.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that it was not effective as its actions at Credition caused further unrest.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue it is valid as the rebels did attack the gentry in Devon and Cornwall, killing Hellyons, seizing Trematon Castle and holding some prisoners on St Michael's Mount.</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme</li> </ul>

2*		<ul style="list-style-type: none"> <li>• Answers might argue that Interpretation B is valid as the rebels shouted ‘Kill the gentlemen’.</li> <li>• Answers might argue that Interpretation B is valid as the city of Exeter was concerned about the loyalty of the poor within the city.</li> <li>• Answers might argue that Interpretation B is valid as Carew, a supporter of Protestantism was determined to impose it.</li> <li>• Answers might argue that Interpretation B is not valid as the rebellion was not about social issues but religion.</li> </ul> <p><b>How important was religion as cause of unrest in the period from 1485 to 1603?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that religion was important,</b> it might be argued that after the break with Rome, until 1569, religion was important.</li> <li>• <b>Answers might consider</b> that religion was important as a cause of the Pilgrimage of Grace.</li> <li>• <b>Answers might consider</b> that the Western Rebellion was also known as the Prayer Book rebellion and most of the demands were religious.</li> <li>• <b>Answers might consider</b> that the Northern Earls restored Mass in Durham and that the demands were mostly religious.</li> <li>• <b>Answers might consider</b> that in Kett’s rebellion there were religious demands.</li> <li>• <b>Answers might consider</b> that in 1549 there were religious rebellions in Yorkshire and other areas of England.</li> <li>• <b>In challenging the hypothesis in the question,</b> it might be argued that factional unrest was present</li> </ul>	25	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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<p>3*</p>		<p>throughout the period.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that social and economic issues were present throughout the period with taxation rebellions under Henry VII to 1596 with Oxfordshire.</li> <li>• <b>Answers might consider</b> that dynastic issues were present under all monarchs.</li> <li>• <b>Answers might consider</b> that in some religious rebellions there were other causes, such as social and economic with both the Pilgrimage of Grace and Western Rebellion.</li> <li>• <b>Answers might consider</b> that religion was only a minor cause under Kett, which was more social and economic.</li> </ul> <p><b>Assess the reasons why some areas were more prone to rebellions than others in the period from 1485 to 1603.</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that rebellions took place in peripheral areas</b>, it might be argued that Government authority was less strong in these regions.</li> <li>• <b>Answers might consider</b> that in the peripheral regions the King was more dependent upon nobles and gentry.</li> <li>• <b>Answers might consider</b> that in some peripheral regions there was an absent of nobility as in 1549 with East Anglia and the West.</li> <li>• <b>Answers might consider</b> that particularism was strong in peripheral regions such as Cornwall and Yorkshire.</li> <li>• <b>Answers might consider</b> that nobility in peripheral regions felt excluded from the growing centralisation.</li> <li>• <b>Answers might consider</b> the distance from</li> </ul>	<p>25</p>	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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4*		<p>London with Ireland.</p> <ul style="list-style-type: none"> <li>• <b>In challenging the hypothesis</b>, it might be argued that under Henry VII rebellions took place in Yorkist strongholds.</li> <li>• <b>Answers might consider</b> that in areas where there was cultural and linguistic differences, such as Cornwall there was a greater likelihood of rebellion.</li> <li>• <b>Answers might consider</b> that regions such as East Anglia had a tradition of unrest, with the Peasants' Revolt of 1381.</li> <li>• <b>Answers might consider</b> that the Government challenged traditional power in Ireland, the north and west.</li> <li>• <b>Answers might consider</b> that regional capitals were often a location of unrest as rebels attempted to take control of local government.</li> </ul> <p><b>'Political stability was more effectively maintained in the period from 1553 to 1603 than in the period from 1485 to 1553.'</b> How far do you agree?</p> <ul style="list-style-type: none"> <li>• <b>In arguing that political stability was more effectively maintained after 1553</b>, it might be argued that there was a reformation of manners.</li> <li>• <b>Answers might consider</b> the influence of religious developments in the later part of the period, notably puritan ideas.</li> <li>• <b>Answers might consider</b> the use of litigation rather than unrest to settle disputes.</li> <li>• <b>Answers might consider</b> the role of the middling sort in local government.</li> <li>• <b>Answers might consider</b> the greater use made of Parliament.</li> <li>• <b>Answers might consider</b> the social and economic</li> </ul>	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> </ul>
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		<p>legislation passed which maintained order, particularly in the 1590s.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that 1549 was a turning point in seeing the futility of rebellion.</li> <li>• <b>Answers might consider</b> the attitude of the nobility towards rebellion.</li>   <li>• <b>In arguing that political stability was more effectively maintained in the period before 1553,</b> it might be argued that the Tudors were able to secure the throne.</li> <li>• <b>Answers might consider</b> the defeat of the Yorkist threat by the end of Henry VII’s reign.</li> <li>• <b>Answers might consider</b> the personalities of Henry VII and Henry VIII.</li> <li>• <b>Answers might consider</b> the use made of patronage in the early period.</li> <li>• <b>Answers might consider</b> that even under the minority of Edward VI stability was not threatened.</li> <li>• <b>Answers might consider</b> that until the Break with Rome the Church helped maintain stability.</li> <li>• <b>Answers might consider</b> that the nobility helped to suppress unrest from 1486 to 1553.</li> <li>• <b>Answers might consider</b> the use made of JPs.</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
<b>Level 1</b> 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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